



Issue 46 2004



Naps and Bedtime Routines

Good Times



at Bedtime

***It's late in the evening,
the sky is dark blue.
The sandman is coming
It's bedtime for you.***

***The pillows are plumped up.
The night light is on.
Your Teddy bear's waiting,
So lay your head down.***

***I'll tell you a story
of rabbits who leap and,
hugging your Teddy bear,
you'll drift off to sleep.***

***It's late in the evening,
the sky is dark blue.
Goodtimes at bedtime
mean sweet dreams for you.***

-Laurel S. Lagoni

The Child Care Information Center is a mail-order lending library and information service for anyone in Wisconsin working in the field of child care and early childhood education.

Sponsored by the Wisconsin Department of Workforce Development Child Care Section, CCIC has worked since 1986 to provide quality resources to match the needs of caregivers and parents.



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Rest

It was late. The airport was filled with the subdued sounds of the end-of-the-day business of meeting the last scheduled flights. The café and reading rooms were shuttered and closed to the public. The souvenir and book shops were dark. Any activity was clustered in the waiting area where all seats were taken by the earlybirds while the less lucky stood or leaned against walls, tiredly watching for the arrival doors to open and expel the awaited passengers.

In the middle of the arena was a wagon. Two wooden rails surrounded its content. Nestled in the wagon on a bed of blankets and pillows slept a peaceful preschooler, totally oblivious to the scene in which she rested center stage. The adults looked on with envy, wondering what adventure she was taking in her dreams while all the world around her wrestled yet with “now” and “here”.



All living things choose to sleep in safe places. This child felt safe because her mother was there, her pillow and blanket smelled familiar, and she felt protected in her “nest”. Most children do not sleep as obliviously as this child. Most children need a minimum half-hour bedtime routine performed at the same time daily. Most children need a series of cues that foreshadow for their bodies and minds that bedtime is coming.

Even when the voice and spirit protest, the body will begin its own shutdown process triggered by the familiar rituals that lead it to the blissful state of rejuvenation called “sleep”.

As caregivers, our job is to help children learn to comfort themselves and transition into restful periods during their active days. The grief of separating from consciousness is very real and sometimes frightening for children. The need for sleep is also very real as new brain research shows how sleep deprivation harms children and adults alike.

Napping in child care is both a social occasion and a physical happening. The success of naptime depends on the amount of comfort and happiness built into the occasion. Attention needs to be given to the waking up process as much as to falling asleep. Children with different temperaments react to change at different paces. The way they transition from sleep to wakefulness will vary. Their comfort comes in a variety of sensations. Smells, sounds, temperature and flavors produce feelings of comfort or alarm in all of us. The more familiar all those things are, the safer we feel as we understand what is expected of us and how we can control our lives.

So take off your shoes, darken the room, lower your voice and repeat messages of assurance of how wonderful rest is and what a good job your children did today. Breathe deeply, in and out, in and out. Stroke and smooth. Backs. Arms. Legs. Stroke away all the tragedies of today and smooth on messages of hope and praise. Rest. And be thankful.



-Lita Kate Haddal, editor.

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News & Views



Understanding Another Culture

People to People International offers a free pen-pal connection service. "The School and Classroom Program" connects teachers and their students with classrooms in other countries. Students interact online and through the mail to collaborate on educational projects that interest them--as simple as writing letters or as complex as examining recycling systems. Children may form friendships with their agemates in Africa, Asia, Australia, Europe, the Middle East, North America, or South America. When registering for a partnership, you may select "no preference" or list three or more countries you desire for the location of a partner classroom. Selecting "no preference" will help you gain a partner classroom more quickly.

Who is eligible?

Elementary, middle and secondary students (K-12); home school students; students with disabilities; after school clubs, youth groups, church groups, and scouts from any country are welcome.

Read more about this program at http://ptpi.org/programs/school_class.html.

Or you may request a registration form at:

People to People International
School and Classroom Program
501 E. Armour Boulevard
Kansas City, Missouri 64109-2200

Telephone: (816) 531-4701

Fax: (816) 561-7502

E-mail: classroom@ptpi.org

Bedding & Asthma

Bedding is a haven for invisible dust mites, a common allergen. Everybody is exposed to bedding, yet for a person suffering from asthma this exposure can have adverse consequences. Evidence shows that children with severe asthma who are allergic to house dust mites have less asthma when different types of bedding are used. Studies are currently being made on the health effects of different types of bedding; watch for the results and recommendations in the news.

Students Prepare for Careers With Children

Many child care providers receive their training while still in high school by taking a course to qualify as assistant child care teachers to work in child care centers and preschools. Implemented in 1988, this course is taught by a Family and Consumer Education teacher and meets the requirements of the Department of Health and Family Services (DHFS). To become qualified, students must take a course in Child Development and enroll in the semester course for Assistant Child Care Teacher (ACCT).

During the past year, a task force worked to update the teacher's guide for this program. This new guide, **Assistant Child Care Teacher Certification: A Program Planning Guide**, has the most current requirements for Assistant Child Care Teachers, matching the course units to the competencies of the Wisconsin's Model Academic Standards for Family and Consumer Education as well as the competencies identified by the Wisconsin Technical College System in its state approved course.

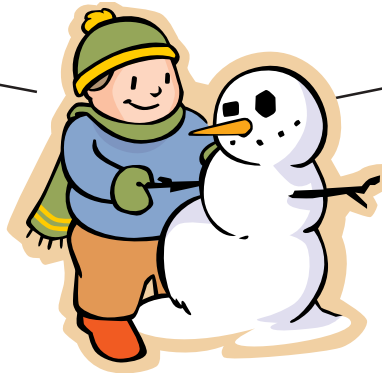
The new 190-page guide includes chapters on early brain development, the impact of work and child care on families, indicators of quality in child care, and positive caregiver-child interaction.

It is available to order at http://www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/stw_16.html or contact DPI Publication Sales at (800) 243-8782 or (608) 266-2188, or fax (608) 267-9110. Price: \$36.

Vaporizers

Steam and warm-mist vaporizers which use boiling water to produce steam pose a serious risk for young children who can reach into the hot steam or tip the vaporizer over and burn themselves. Parents should use a vaporizer/humidifier that uses cool-mist or ultrasonic vaporizers which send cool water droplets into the air. The machine and its cords should, of course, be kept out of the reach of children.

News & Views



From the DHFS Bureau of Regulation and Licensing

Child Care Rule Revisions

The licensing rules for family child care (HFS 45) and group child care (HFS 46) are in the process of being revised by the Department of Health and Family Services (DHFS). A draft document, found at http://www.dhfs.state.wi.us/rl_dcfs/FCC&GCC-Rule-Revision.htm, contains the proposed changes to both rules. It reflects a major reorganization of the sections of the rule as expressed in the exact words of the draft title..."repealing, renumbering, renumbering and amending, amending, repealing and recreating and creating rules"!!

Public comments and reactions were collected at two public hearings on the rule revisions held in August, 2003. The Bureau has reviewed those comments and made rule changes accordingly. According to Anne Carmody, Day Care Program Specialist with the BRL, "The process is moving through the more formal rule promulgation now. Barring unforeseen circumstances, rule

implementation is anticipated to take place in late spring or early summer of 2004."

For further updates on the rulemaking process refer to the DHFS (Department of Health and Family Services) web site listed above.



Course Names Change

Effective Sept 1, 2003, the names of the DHFS approved non-credit courses that will meet the entry level training requirements under HFS 46 (Licensing Rules for Group Day Care Centers) and HFS 45 (Licensing Rules for Family Day Care Centers) have changed. The new names for the courses are as follows:

Introduction to the Child Care Profession
has replaced *Early Childhood 1*

Skills and Strategies for the Child Care Teacher
has replaced *Early Childhood 2*

Fundamentals of Infant and Toddler Care
has replaced *Infant/Toddler*

Two courses entitled Fundamentals of Family Child Care and Introduction to the Child Care Profession are needed to meet the requirements for a licensed family child care provider (formerly one course entitled *Family Day Care* met the requirement).

All agencies approved to offer DHFS approved entry level courses, including technical colleges, began using the new names on courses beginning after Sept 1, 2003. Courses completed (or started) prior to Sept 1, 2003 will continue to be accepted to meet the entry level training requirements.

News of this change and other information that may be of interest to child care providers is available on the DHFS web site. http://www.dhfs.state.wi.us/rl_dcfs/INDEX.HTM Please contact your licensing specialist if you have any questions.

News & Views

Prepare. Practice. Prevent the Unthinkable.

Children Under Age 5 Twice as Likely to Die in Fires

WASHINGTON, D.C. – As one of the partners in the Fire Safety Campaign for Babies and Toddlers, SAFE KIDS will join the United States Fire Administration's efforts to publicize the new campaign. The other national partner organizations are the American Academy of Pediatrics, the National Fire Protection Association and ZERO TO THREE.

All have pledged to spread the campaign's simple message to parents and caregivers: "Prepare. Practice. Prevent the Unthinkable."

One baby or child under age 5 dies almost every day in a residential fire and, each year, close to 600 children ages 14 and under die in residential fires. Nearly 56 percent are ages 4 and under.

The U.S. Fire Administration's Fire Safety Campaign for Babies and Toddlers urges parents and caregivers to:

- **Prepare** by installing and maintaining working smoke alarms and safely storing lighters and matches out of children's reach
- **Practice** a fire escape plan with small children and help toddlers understand how to quickly respond in case of fire
- **Plan** how adults can escape with babies.

The new public awareness campaign's materials include a print public service announcement, an educational video on fire safety for babies and toddlers, posters, brochures and fact sheets.

Visit the USFA Web site at www.usfaparents.gov to view the materials in English and Spanish and order publications.



Wisconsin's Model Early Learning Standards

The WI Model Early Learning Standards is a new document recently released to the early care and education community.

It provides a framework for understanding and communicating

expectations for young children's development, in particular, the preschool period from age three years through age five years, before mandatory school enrollment. A guide for parents and families, early care and education professionals, community institutions and policymakers, all of whom share responsibility for the well being of young children, the standards are meant to bridge the preschool experience and school expectations and guide the work of creating, evaluating and improving conditions which impact children. As a result, young children will have more opportunities for positive development and learning.

Early learning standards specify developmental expectations for children upon kindergarten completion, supported by practice-based evidence and scientific research. They include performance standards and provide a framework for the development of program standards and assessment practices. The format presents the standards as "domains" of a child's early learning and development, which are interrelated and interdependent. Children who meet the developmental expectations outlined in the Early Learning Standards will be prepared to master Wisconsin's Model Academic Standards, which guides our schools.

The Early Learning Standards are voluntary and applicable across all early learning environments, including child care, Head Start, and public and private preschool programs.

To receive copies of the WI Model Early Learning Standards, phone the Child Care Information Center at (800) 362-7353 or download it from http://www.collaboratingpartners.com/docs/NMN_EL_Standards.pdf



Guiding Principles

The following statements guided the thoughts and intentions of the team that worked on the new document, the Model Early Learning Standards in Wisconsin (see article on previous page), so that it could become not only a declaration of goals to honor and serve children and families but also a map for how to reach those goals.

1. *All children are capable and competent.*

Development and learning begins at birth, for all children and in all settings. All children are entitled to experiences that will foster their optimal development. The Early Learning Standards support practices that promote development and are aligned with the Code of Ethical Conduct of the early childhood profession, whose central principle is to “do no harm” to children.

2. *Expectations for children must be guided by knowledge of child growth and development.* The Early Learning Standards are based on research and practice-based evidence on the processes and sequences of young children’s learning and development, and the conditions under which children develop to their fullest potential.

3. *A child’s early learning and development is multidimensional.*

Developmental domains are highly interrelated. The Early Learning Standards reflect the inter-connectedness and interdependence of the domains of young children’s development: social and emotional development, approaches to learning, language development and communication, health and physical development, and cognition and general knowledge.

4. *Children are individuals who develop at individual rates.*

Throughout the early childhood period, children develop in generally similar stages and sequences. However, diverse rates of development and patterns of behavior and learning emerge as a result of the interaction of several factors. These factors include genetic predisposition (including individual temperament, inclinations and talents); socio-economic status (including access to educational opportunities, health, nutrition and care), and the values, beliefs and cultural and political practices of families and communities.

5. *Children exhibit a range of skills and competencies within any domain of development.*

The Early Learning Standards support the development of optimal learning experiences adaptable for individual developmental patterns.

6. *Children learn through play and the active exploration of their environment.*

The Early Learning Standards reflect the belief that children should be provided with opportunities to explore and apply new skills through child-initiated and teacher-initiated activities, and through interactions with peers, adults and materials. Teachers and families can best guide learning by providing these opportunities in natural, authentic contexts.

7. *Children are members of cultural groups that share developmental patterns.*

The Early Learning Standards acknowledge that children’s development and learning opportunities reflect the cultural and linguistic diversity of children, families and environments.

8. *Parents are children’s primary caregivers and educators.*

The parent-child relationship is the foundation on which child development builds. Parents have primary responsibility for their children’s well being.

9. *Teachers/caregivers play a critical role in supporting children’s development and learning.* Responsive interpersonal relationships with teachers/caregivers are necessary for children’s positive social and emotional development and key to nurturing young children’s emerging abilities and dispositions to learn.

10. *Communities and schools play a significant role in supporting children’s development.*

Their responsibility is to make learning opportunities available to children and ensure that children are able to take advantage of these opportunities.

2003 Tax Law Changes Aid Providers

by Tom Copeland, *Provider Business News*, December 2003

Tax law changes in 2003 offer many benefits to family child care providers. The highlights:

- The standard mileage rate for 2003 is 36 cents per business mile. In 2004 it will rise to 37.5 cents. Remember that you are always entitled to claim the business portion of your car loan interest even if you use the standard mileage rate.
- The IRS has adopted a new standard meal allowance rate that allows you to claim food expenses without keeping any food receipts. The rate is \$0.98 for breakfast, \$1.80 for lunch and supper, and \$0.53 for a snack. For 2004 the rate is \$0.99 breakfast, \$1.83 for lunch and supper, and \$0.54 for a snack. You can claim up to one breakfast, one lunch, one supper, and three snacks per day per child. All providers are eligible to use these rates, including providers who receive the lower Tier II reimbursement rates, providers not on the Food Program, and providers who are not licensed. It is important for you to keep records showing all the meals and snacks you are serving in your business. For more information, visit the Standard Meal Allowance section at the Redleaf web site, www.redleafinstitute.org.
- If you live in your home and own it for two of the last five years before you sell it, you can avoid paying capital gains tax when you sell your home, according to a new IRS rule. This makes it very easy for most providers to avoid this tax. Tax on the depreciation claimed after May 5, 1997 is still due when the home is sold. You should always claim depreciation deductions on your home. Providers who sold their home in the past three years and paid capital gains tax on the business portion of the profit can use this new rule to amend their return and receive a refund.
- If you purchase new items after May 5, 2003, you may be entitled to claim 50% of the normal depreciation deduction in 2003. Items eligible include computers, furniture, appliances, fences, cars, and other equipment. The purchase of a home or a home improvement is not eligible for this rule. Here's an example: a provider who purchases a \$1,000 swing set in June and has a time-space percentage of 40% is normally entitled to depreciate \$400 (\$1,000 x 40%) over 7 years. But this new rule allows the provider to claim 50% of the amount in 2003, or \$200 (\$400 x 50%). The remaining \$200 is depreciated over 7 years. Note: if you bought such items between January 1, 2003 and May 5, 2003, you can claim an extra 30% (instead of 50%) depreciation in 2003.
- If you are not eligible to be covered for health insurance through an employer plan and instead purchase insurance on your own, you can now deduct 100% (up from 70% last year) of the premium on your Form 1040.
- For more information about these tax changes, see the *2003 Family Child Care Tax Workbook and Organizer* (Redleaf Press, 800-423-8309 or www.redleafpress.org).

Getting Help on Your Taxes

by Tom Copeland

As we approach tax season, you may want to ask for help in preparing your tax return. Here are some resources:

Getting Help from the IRS

- Call the IRS with your questions at 800-829-4933. This line is open 7am to 10pm on weekdays and from 10am to 3pm on Saturdays and Sundays during tax season (all times are local; Alaska and Hawaii use Pacific Time). This is a new number for business-related questions. Tax help is also available at IRS offices nationwide.
- Visit their Web site (www.irs.gov) to download tax forms, publications, and instructions. You can also search for answers to your questions.
- You can also call 800-829-3676 to order (free) any IRS publication or form. Many post offices and libraries carry the more common IRS forms and instructions.
- If you are running out of time, you can get an automatic four-month extension to file your taxes (to August 15). Call the IRS at 888-796-1074 or file [Form 4868](#). Providers must still pay the taxes they owe by April 15 or pay interest on any amount owed.
- For a list of IRS resources, Revenue Rulings, Court cases, and publications relevant to family child care providers, see Appendix B in [2003 Family Child Care Tax Workbook and Organizer](#).

Getting Help from a Tax Preparer

If you need help finding a tax preparer, visit the [Tax Preparer Directory](#) on the Redleaf National Institute Web site (www.redleafinstitute.org). Here are some tips when using a tax preparer:

1. Get referrals from satisfied providers.
2. Ask the preparer about her training, experience, and current knowledge of the unique tax laws affecting your business (time-space percentage, food deductions, depreciation of furniture and appliances, etc.).
3. Always review your tax return before signing, and ask questions if you don't understand something.
4. Never sign a blank tax form or one filled out in pencil.
5. Keep a copy of the return for your records.
6. Remember that you are ultimately responsible for your tax return, even if your tax preparer makes an error.
7. Watch out for the warning signs of an unscrupulous tax preparer:
 - √ Someone who says they can obtain larger refunds than other preparers;
 - √ Someone who bases their fee on a percentage of the amount of the refund; or
 - √ Someone who refuses to sign the tax return or provide you with a copy for your records.

Getting Help from Redleaf National Institute

If you have questions about your tax return, call 651-641-6675 or e-mail rni@redleafinstitute.org. The service is free.

- For copies of all IRS publications, tax forms, Revenue Rulings, Court cases, and other materials, visit the [IRS Document Center](#) on the Redleaf website, www.redleafinstitute.org.
- In January 2004, Redleaf Press will release the *2003 Family Child Care Tax Workbook and Organizer* (www.redleafpress.org, 800-423-8309) for \$14.95, plus postage (Institute members get a 20% discount). This book explains how to fill out each tax form and covers all changes in the law for 2003.

KID'S NEWS

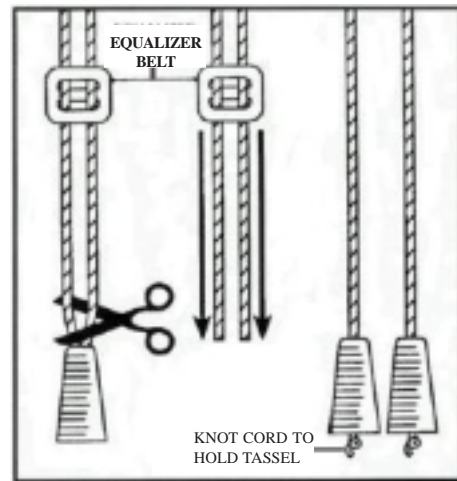
From U. S. Consumer Product Safety Commission

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### **Window Blind Safety – Cut the Cords!!**

Since 1991, the U. S. Consumer Product Safety Commission (CPSC) has received reports of 174 strangulation deaths involving cords and chains on window coverings. 152 deaths involved the outer-pull cords, which raise and lower the blind. 22 deaths involved the inner-cords, which run through the window blind slats.

Outer pull cord deaths typically involve children ranging in age from 8 months to 6 yrs. Inner-cord deaths typically involve children ranging in age from 9 months to 17 months who are placed in cribs or playpens located within reach of window coverings. In all cases, the children become inadvertently entangled and die from strangulation.



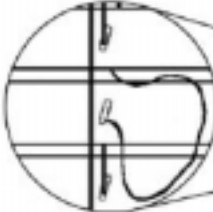
#### **What You Can Do! –**

- Move all cribs, beds, furniture and toys away from windows and window cords.
- Keep all window cords out of the reach of children. Make sure that tasseled pull cords are short, and that continuous-loop cords are permanently anchored to the floor or wall.
- Lock cords into position when lowering horizontal coverings or shades to prevent inner-cord hazards.
- Repair window coverings, corded shades and draperies manufactured before 2001 with free cord stops, retrofit tassels, and tie-down devices or replace them with today's safer products.
- Consider installing cordless window coverings in children's bedrooms and play areas.

### Important Safety Recall!

Inner cords on horizontal lines can form a loop that can hang infants and toddlers.

To prevent strangulation, be sure safety cord stops are installed on blinds.



For Free Fix-It Kit, call Window Covering Safety Council:

**1-800-506-4636**

Remember! Keep cribs away from windows!  
For more information contact:

U.S. Consumer Product Safety Commission (CPSC)  
Washington, D.C. 20207

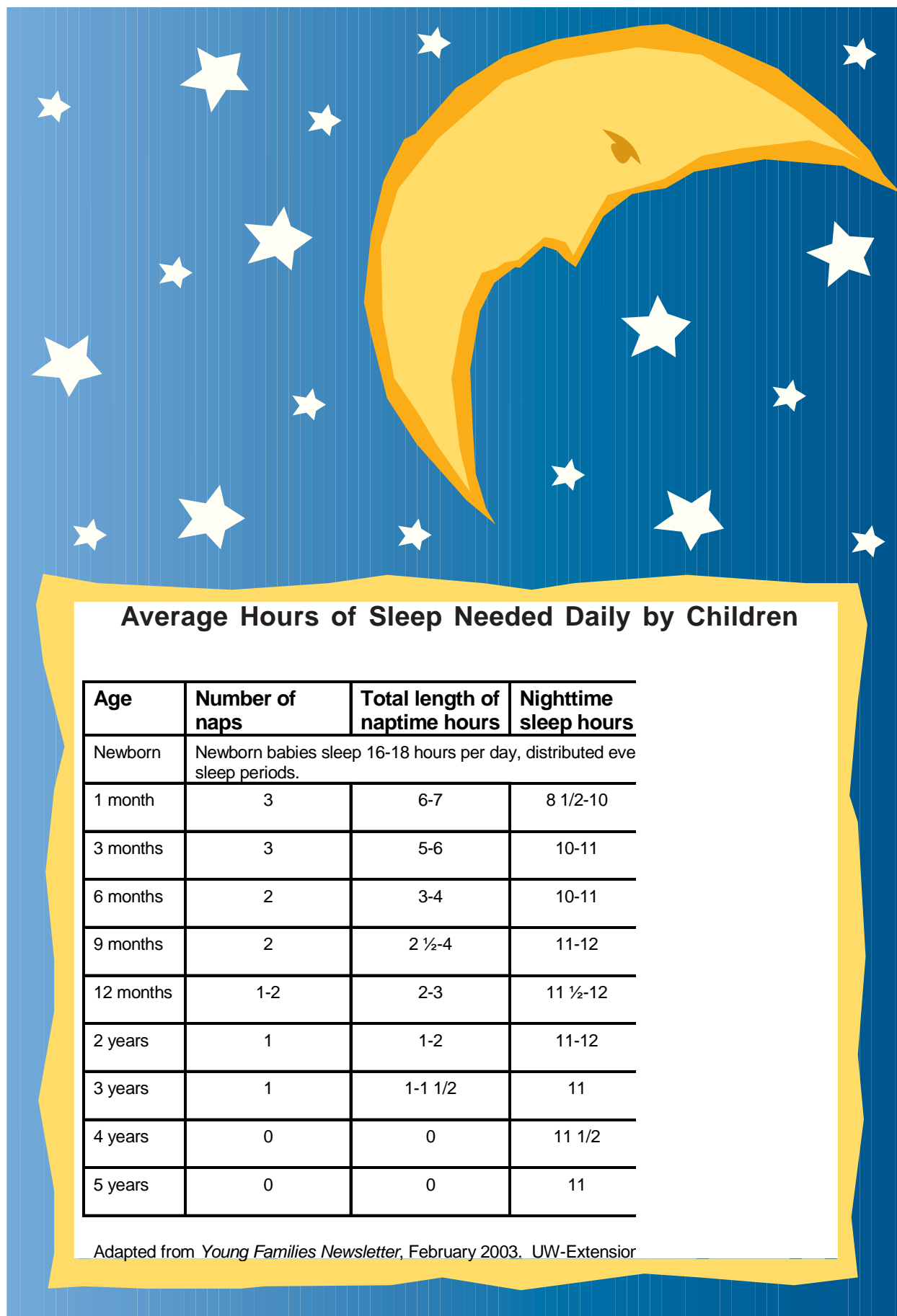
Toll-free hotline: (800) 638-2772  
Website: [www.cpsc.gov](http://www.cpsc.gov)

U.S. Consumer Product Safety Commission

**For free cord stops, retrofit tassels, tie-down devices or window-cord safety information:**

**[www.windowcoverings.org](http://www.windowcoverings.org) or phone: 1-800-506-4636**

**For more information on safety, contact CPSC at (800) 638-2772 or visit their website: [www.cpsc.gov](http://www.cpsc.gov)**

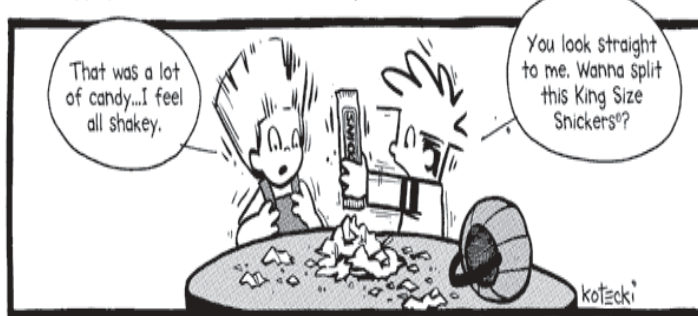


# Comic Characters Raising Spirits

"My mission is to impact culture," says Wisconsin artist Jason Kotecki, creator of the Kim & Jason(TM) comic strip. Kim & Jason(TM) is a comic strip that follows the adventures of two young children as they try to make straight the crooked world of grown-ups. Besides evoking smiles on the faces of readers, Kim & Jason also connects on a deeper level, stirring the childlike spirit within fans. Creator Kotecki hopes that readers will "find nuggets of truth and humor in my characters and be inspired to slow down, be free, and have fun, while acknowledging the things in life that really matter - like friends, family, and the sweet smell of Play-Doh." Striving to tap into adults' memories of childhood, Kotecki recreates episodes that ring with familiarity to most. Childhood can be revisited as readers view life through the eyes of comic strip characters, Kim and Jason.



## Childhood Is... Halloween: The Day After.



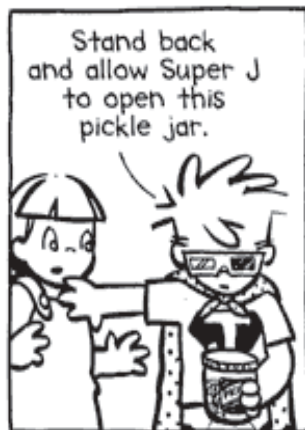
The idea for Kim & Jason(TM) ([www.KimandJason.com](http://www.KimandJason.com)) started in 1995, when Kotecki first drew his loveable characters for his girlfriend Kim while they were dating. The couple shared a kindred childlike spirit, and Jason used the drawings, which represented the couple as children, on many homemade gifts designed to win her heart. He not only won her heart, but also her hand in marriage. The characters have since taken on lives of

their own and today the "real" Kim and Jason have built a company to share Kim & Jason(TM) and its uplifting message. Kim is a Kindergarten teacher in the Stoughton School District.

For three years, Kotecki has sunk his creativity, talent, and resources into producing the comic strip daily. The comic strip is available as a fun addition to newsletters and websites. To learn more about how to get this great content for FREE, call: 608.278.1880 or email: [info@kimandjason.com](mailto:info@kimandjason.com)

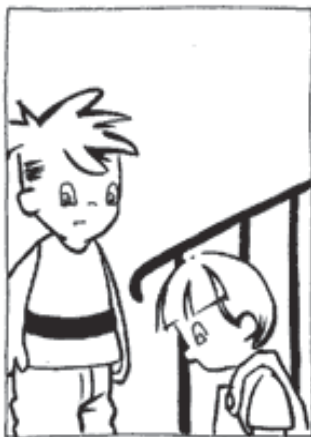
As the real life Jason says, "My goal with Kim & Jason is to provide a fun, high quality, and positive entertainment alternative for grown-ups of all ages."

## Kim & Jason by Jason W. Kotecki © 2003.



[www.KimandJason.com](http://www.KimandJason.com)





## Tips for Reducing the Risk of SIDS

*From the City of Milwaukee Health Department Health and Safety in Child Care Program*

Sudden Infant Death Syndrome (SIDS) or “crib death”, is one of the leading causes of infant death, accounting for nearly 3,000 deaths annually in the United States. Recent research suggests that 20% of SIDS deaths throughout the country occur when infants are in care of someone other than their parents. Fourteen percent (14%) of the deaths in one study, occurred while babies were in child care centers or family child care homes. Each year more women are joining the workforce and requiring child care. Therefore, this may increase the number of SIDS deaths occurring in child care settings.



You should know and practice these ***Tips for Reducing the Risk of SIDS***

- Identify your local SIDS program and add them to your list of important numbers.
- Take advantage of educational programs on risk reduction and emergency procedures.
- Learn and maintain up-to-date certification in infant CPR and first aid.
- Discuss infant sleep with all parents.
- Develop policies to address infant sleep position.
- Conduct practice drills on emergency procedures for an unresponsive infant.
- Contact the National SIDS & Infant Death Program Support Center or your local SIDS organization for additional information and materials.
- ***Always*** place the baby on his back to sleep. If he falls asleep while playing on his stomach, turn him over on his back to continue his rest.
- Place the baby on a firm mattress and remove all pillows, quilts, comforters, bumper pads, sheepskin, stuffed toys, and other soft items from the crib.
- Do not place the baby to sleep on a waterbed, sofa or chair, soft mattress, sleeping bag, pillow, or any other soft surface.
- Do not allow babies to share a crib, even if they are siblings or twins.
- Ask a parent to provide a sleeper garment. Dress the baby in it for sleep ***instead*** of covering him with a blanket.
- If you must use a blanket: (1) place the baby with his feet at the foot of the crib, (2) bring a thin blanket up only as far as his chest, and (3) tuck the blanket firmly under the crib mattress.
- Make sure that the baby's head stays ***uncovered*** while he sleeps.
- Do not let babies sleep in a room where smoking is allowed (even if no one smokes while the babies are in the room).
- Make the families you serve aware of the steps you take to reduce the risk of SIDS while caring for their children.

*Courtesy of National SIDS & Infant Death Program Center (NSIDPSC). For more information call 1-800-638-SIDS (7437) or visit their website at [www.sids-id-pcs.org](http://www.sids-id-pcs.org)*

(Revised 11/2003)





## ***SUDDEN INFANT DEATH SYNDROME AND THE CHILD CARE PROVIDER***

### **SAMPLE DRILL:**

#### **Emergency Procedures for an Unresponsive Infant**

### **EMERGENCY PROCEDURES**

1. **Start CPR (Cardio-Pulmonary Resuscitation) and continue until relieved by another adult certified in CPR.**
2. **Dial 911 or your local emergency number.**
3. **Calm the other children and remove them from the area.**
4. **Call the child's parents first, then call the parents of the other children.**
5. **Call your licensing agency.**
6. **As much as possible, leave the area where the baby was found undisturbed. Do not clean or tidy anything in the room until the investigators tell you that it is okay to do so.**
7. **Contact your local SIDS organization.**

*This series was created by the Infant Mortality Risk Reduction Work Team of the National SIDS & Infant Death Program Support Center (NSIDPSC). You may copy or adapt it as long as you credit the source. The NSIDPSC is a cooperative project of the SIDS Alliance, Inc. and the Health Resources and Services Administration's (HRSA) Maternal and Child Health Bureau (MCHB) Sudden Infant Death Syndrome/ Infant Death Program.*



### **After The Emergency:**

#### *If The Infant Dies of SIDS . . .*

1. Inform parents of other children in your care that an emergency occurred and offer them information about children and bereavement.
2. Debrief your staff and offer support and information on SIDS and bereavement as it affects child care providers.
3. Be prepared to give information to investigators, such as:
  - The last time and place that the infant was seen alive, and by whom.
  - The time, position, and condition of the infant when found, and by whom.
  - The infant's last feeding.
  - Any observations regarding the infant's behavior.

Investigative personnel may collect items belonging to or surrounding the baby (such as the last soiled diaper, the bedding or other crib materials last used by the baby, etc.) for analysis. Please cooperate with them in any way that you can.

### **Why Do Practice Drills?**

Although SIDS does not occur often -- it happens in approximately 77 of every 100,000 live births per year in this country -- it is important for child care providers to be prepared in case of an emergency situation involving an unresponsive infant. Similar to practicing fire drills, the staff should be informed of, and prepared to carry out, these recommended steps should an infant be found unresponsive.

### **What Is Involved In A Drill?**

Before conducting a drill, review the emergency procedures and familiarize staff with resources that are available to them. In addition to emergency numbers, post telephone numbers for local SIDS programs as well. During and after the drill, it is recommended that staff have time to verbalize their feelings regarding a potential infant emergency.

# Articles-to-Keep

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## The Basics Of Bedtime Routines



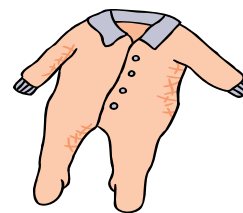
1. **Night, night!** Pamela Marin. Parenting, March 2000. When should parents and providers begin bedtime routines? Infancy is not too early. This author suggests that separation anxiety is the core of children's opposition to bedtime. Several suggestions are given of what to do and what to avoid if one wants to establish a relaxing bedtime routine for children of various ages.
2. **Good times at bedtime.** Colorado State University Cooperative Extension. This article explains why children do not like to go to sleep, the importance of helping children move from daytime activities to bedtime preparations and how each age needs different strategies.
3. **Good times at bathtime.** Colorado State University Cooperative Extension. Transitions from playtime to bathtime to dressing, etc., are the hiccups in a smooth evening ritual. Each age needs these hygiene routines dealt with but with different adult interactions.
4. **Hooray for routines.** Everyday TLC, September 15, 2003. An easy-to-read illustrated tipsheet for some common routines, such as arrival time, clean-up time, toileting, meals and naps.
5. **Goodnight baby.** Linda Henry. BabyTalk, December/ January 2004. This article outlines how to lay the groundwork for establishing sleep patterns, what props to employ and which habits to avoid. The truth and fiction of some common child rearing myths.

## Healthy Sleep

6. **Your child's sore throat.** Wisconsin Antibiotic Resistance Network. 1-/2000. Available at: [www.wismed.org](http://www.wismed.org) Also "Your child's ear infection", "...cold", and "...bronchitis/cough." Parent hand-outs for dealing with common problems that periodically disrupt children's sleep patterns.
7. **Fever relievers.** Lisa Collier Cool. Babytalk, September 2003. What the highs and lows really mean and what to do when your baby's burning up.
8. **Sleep issues in infant and toddler programs.** Karen Miller. Child Care Information Exchange, July 2001. Babies who sleep routinely in carseats and windup swings are becoming more common. The use of the upright position for children who are too young to support their weight this way can cause breathing and spinal difficulties and put them at risk of SIDS.
9. **A baby is twice as likely to die of SIDS if his parents smoke in the house.** Parents, August 2003. This article addresses a number of risk factors for infants regarding their sleep environment. Allowing a child to use a pacifier may actually increase his protection against SIDS. If the room temperature is too warm, infants can become overheated, which increases the risk for SIDS. Children of smoking mothers run three times the risk of dying from SIDS than children of non-smoking mothers.
10. **Hotel and motel crib and play yard safety checklist.** National Safe Kids Campaign. Every place a child sleeps must be safe whether there for a nap or as an overnight guest. Here is a checklist for assessing cribs to be used at hotels, in the church nursery or at Grandma's house. Also available at [http://www.safekids.org/content\\_documents/ACFF4.pdf](http://www.safekids.org/content_documents/ACFF4.pdf)
11. **Lista de seguridad de cunas y corrales en hoteles y motels.** National Safe Kids Campaign. The above checklist, in Spanish. Also available at [http://www.safekids.org/content\\_documents/ACFF6.pdf](http://www.safekids.org/content_documents/ACFF6.pdf)

12. **Never leave your child alone.** National Safe Kids Campaign. [http://www.safekids.org/content\\_documents/ACF37.pdf](http://www.safekids.org/content_documents/ACF37.pdf) What you need to know to keep your kids safe around cars in warm weather. A brochure.
13. **Jamás deje a su hijo solo.** National Safe Kids Campaign. [http://www.safekids.org/content\\_documents/ACF298.pdf](http://www.safekids.org/content_documents/ACF298.pdf) Keep your kids safe around cars in warm weather. Brochure in Spanish.

## **Sleep Issues With Babies**



14. **20 things your baby wishes you knew about his body.** Denise Porretto. Parents, July 2003. Most often disruptions in a baby's sleep are caused by physical discomfort which a caregiver needs to interpret through recognizing a baby's signals.
15. **The role of infant massage in the bonding and attachment process.** Mary Ann Marchel, Ph. D. Early Childhood News, January/February 2000. Attachment refers to the positive way an infant depends on specific adults. It is necessary for good brain development. Massage helps babies develop attachment by learning to trust their caregivers who in turn learn to recognize their babies' body language.
16. **Allergy Alert.** Diane Debrovner. Parents, May 2003. An increasing number of babies develop allergies before their second birthday. Food and environmental allergies appear to be the culprits. Tips for identifying risks and allergy-proofing the home and center.
17. **Baby Bytes/ First year Q & A: Napping norms.** Diana McKeon Charkalis. Child, April 2003. Sleep needs are not the same for babies from nap to nap. A good baby nap needs to last at least 45 minutes. The second nap, 4-5 hours after the first, usually gets phased out by 18 months. Timing is everything. If a baby's head is becoming too flat, he may not be getting enough "tummy time" during his waking hours.
18. **Remember the person: Infant mental health.** Texas Child Care, Spring 2003. Calm and predictability are necessary ingredients of infant care. If creating a calming environment is not easy for you or parents you serve, this article in easy-to-read language offers ideas for props and simple adult-baby activities.
19. **Cultural differences in sleeping practices.** Janet Gonzalez-Mena & Navaz Peshotan Bhavnagri. Child Care Information Exchange, January 2001. Parent practices in family sleep routines, such as co-sleeping, can vary and sometimes come into conflict with what is considered safe practice by state regulations. Caregivers must work sensitively with families and approach each situation with open minds.
20. **Young Families Newsletter,** February 2003. Mary Lestrud & Lori Zierl, UW-Extension. Tips for recognizing babies' signs of tiredness, helping them distinguish day from night, establishing a sleep schedule and choosing the best time for bedtime.
21. **Don't interrupt a busy baby.** Karen Miller. Child Care Information Exchange, March 2002. During waking hours, children develop independence while learning to entertain themselves. They must also learn to entertain themselves as they fall asleep or awaken alone.
22. **Music and babies.** Karen Miller. Child Care Information Exchange, May 2001. Singing to babies helps stop crying. Music is comforting, perhaps because the music center of the brain lies close to the emotion center.
23. **Baby sleep from A to Zzzz.** Ann Colin Herbst. Parents, May 2003. 26 tips and tricks to help teach an infant to sleep through the night.
24. **How to read children's distress signals.** Carla Poole. Scholastic Early Childhood Today, October 2000. Good communication with parents helps caregivers meet toddlers' and babies' needs for comfort when tired.
25. **Myths about colic.** Laura Flynn McCarthy. Parents, August 2003. New research says the chronic crier is not necessarily in distress but merely communicating. However, the wailing wears the listener down and can trigger abuse. Here is advice to calm adults and soothe baby.

## **Meeting Resistance**

- 26. The spoiling point.** Anne Reeks. Parenting, November 1993. When should a caregiver or parent resist comforting a child who wants to drag out bedtime rituals or push other limits? Negotiations need to stop at some point if the child is to learn that “no” is also an answer.
- 27. Temperament: Who we are.** Roslyn Duffy. Child Care Information Exchange, January 2003. Understanding a child’s temperament and the likely style of bedtime routines at home, helps caregivers read the behaviors of children as individuals and work with their temperaments, not against them.
- 28. Understanding inclusion and the Americans with Disabilities Act (ADA).** Florida Children’s Forum. Naptime can sometimes pose problems for caregivers of children with special needs. To assist families and child care providers in planning and delivering child care for children with special needs, this guide, in easy-to-read language, includes an explanation of medical conditions, disorders, national organizations dedicated to helping families and caregivers, a glossary of acronyms and abbreviations used in special needs services, and an explanation of the most popular service delivery systems.
- 29. Challenging our assumptions: Helping a baby adjust to child care.** Enid Elliot. Young Children, July 2003. This case study of a baby who was difficult to comfort and her teen mother may offer help for providers who also have a child who needs more of their time than normal. The center worked on several plans to individualize the care for this child until it clicked.
- 30. Supportive social learning.** Ellen Hall & Jennifer Kofkin Rudkin. Child Care Information Exchange, January 2003. SSL is a theory which when applied becomes the practice of collectively offering comfort to group members who need it. It can become an alternative approach to discipline as children learn to look at situations from another perspective and empathize. Helping others settle into the naptime routine can become a group process.
- 31. Sharing.** Susan Miller. Scholastic Early Childhood Today, October 2000. Because children wake up at different rates and varying levels of adaptability, it is necessary to teach groups to be especially considerate of each other after naptime. It can be an opportunity to teach kindness and help children show concern for each other.



- 32. Some thoughts about standing still.** Tom Hunter. Young Children, May 2000. An alternative perspective to the no fidgeting rule of group behavior. Worthwhile reading which reminds us that children need to move for optimum brain growth. Rest time must be complemented by active play.
- 33. Smart solutions.** Parenting, September 2003. Too many stuffed animals sharing the bed? Time to sort and organize the bedroom toys.
- 34. Sleep makeovers.** Reshma Memon Yaqub. Parents, August 2003. Toddler sleep issues differ from those of infants although they may still wake weepy or have difficulty settling down in the first place. This article deals with some typical problems such as dawdling, nighttime hunger, and wee ones that want the pleasure of your company way past bedtime.
- 35. When the world is a dangerous place.** Diane E. Levin. Educational Leadership, April 2003. Real life news events influence children’s play. Talking with children about the “why” of their play can help caregivers and parents work out solutions to other anxiety-driven trouble spots in the daily routine, such as bedtime.
- 36. Raising better boys.** Geoffrey Canada. Educational Leadership, January 1999/ January 2000. Attention to sleep routines often stops when children reach puberty. Brain research now shows that sleep deprivation can have a serious effect on young teens, impacting their behavior and learning potential. This author speaks to the particular emotional fragility of preteen boys. Assisting them in their struggle to communicate and deal with their feelings by introducing them to quiet peaceful activities may help them combat the violence otherwise in their lives.

## **Preparing The Sleep Environment**

- 37. Big ideas for small spaces.** Karyn Wellhousen. Young Children, November 1999. Sometimes rooms that are dimly lit for naps take on a scary personality for a child. This makes the separation process occurring during rest time loom even larger. Look at your room arrangement and storage solutions and see whether the “comfort” of your room has been compromised. This article offers detailed descriptions of one center’s storage ideas both indoors and out.
- 38. Where is your favorite place in the center?** Kate Duffy & Katie Clark. Child Care Information Exchange, November 2001. This is a survey of directors, staff and children of which places in the center they spend their days in that they like best and why. Pleasant places make for emotional well-being, a naptime necessity.
- 39. A quiet place for rough moments.** Deborah Porter. Responsive Classroom, Spring 2003. It is important to create places in the center for children to retreat to when they need shelter from too much noise, too much emotion, and too much stress. This article tells how and why.
- 40. The little sleep: Naptime in the classroom.** Renée Targos. Child Care Business, June/July 2002. Paying attention to equipment choices makes a difference in naptime mood whether it's selecting mats, music or cleaning solutions.



## **Activities To Prepare For Better Sleep**

- 41. Talking with children about time.** Texas Child Care, Summer 1995. Children have a hard time unravelling the mystery of time and sequencing of events. Breaking the code helps them adjust their expectations and ability to wait. Here are a number of activity ideas that will help 2-6 year-olds develop the concept of time, such as making a photo chart of the daily schedule in order of occurrence, chronicling seasonal changes and observing the changing position of the sun in the sky throughout the day.
- 42. Three episodes and a lullaby.** Lella Gandini. Child Care Information Exchange, January 2002. From this Reggio Emilia philosopher: “Rituals of calming and soothing children towards sleep are an important part of life in a child care program, just as bedtime routines and expectations are basic to family life. Patterns of going-to-sleep behaviors that children and adults create together over time, are an important part of the bond between the adult and child. They contribute to the child’s sense of security and well-being, they build community, and they reinforce a sense of place and belonging. Watch and you will see how parents and educators can work together to create meaningful rituals that link life at school and life at home in powerful ways.”
- 43. Lights out!** Warren Buckleitner. Scholastic Early Childhood Today, February 2001. Shadow puppetry makes the performer part of the audience as both view the show together. Stuffed animals, dolls and toys can become the actors in dramas when playing with light and shadow at bedtime.
- 44. I see a good thing, Hopewheels, A new ending.** From The optimistic classroom: Creative ways to give children hope. Deborah Hewitt & Sandra Heidemann, 1998. Three activities which help children reframe their views and learn to focus positive thoughts on situations that trouble them: looking through a tube to find something you like, drawing pictures of something hoped for, and changing the ending of bad dreams.
- 45. Dynamic dioramas.** From Wonderful rooms where children can bloom! Creating a diorama, a sort of dollhouse, of places to sleep in a house makes resting an extension of play and an inviting activity. While moving figures and setting up the scene, conversations may emerge regarding sleep fears or simply build pleasant anticipation for reenacting the play scenario at rest time.



Love alone didn't <sup>eminiscing</sup> save her.



Practicing fire safety did.

Children under the age of five are twice as likely to die in a fire than the rest of us. That's why parents and others who care for babies and toddlers need to pay special attention to fire safety. Keep matches and lighters out of reach, test your smoke alarms monthly, change the batteries at least once a year, and practice a home fire escape plan.

**PREPARE. PRACTICE. PREVENT THE UNTHINKABLE.**

*A Fire Safety Campaign for Babies and Toddlers*

**For a free Parents' Guide, visit [www.usfaparents.gov](http://www.usfaparents.gov)**



IN PARTNERSHIP WITH THE AMERICAN ACADEMY OF PEDIATRICS, NFPA, NATIONAL SAFE KIDS CAMPAIGN, AND ZERO TO THREE

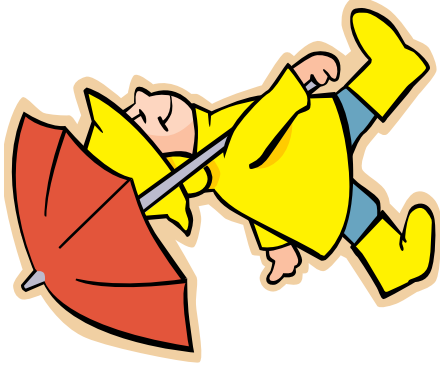


# Adult/ Child Ratios

## Licensing Rules for Family Child Care (HFS 45)

Wisconsin licensing rules for family child care permit no more than 8 children in care at one time and the maximum number of children permissible is based on the ages of children in care. The maximum number of children permitted for a single provider in a family day care center is identified below:

| Children under 2 years | Children 2 years and older | Maximum number of additional children in 1st grade or above in care for fewer than 3 hours per day | Maximum number of children per provider |
|------------------------|----------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------|
| 0                      | 8                          | 0                                                                                                  | 8                                       |
| 1                      | 7                          | 0                                                                                                  | 8                                       |
| 2                      | 5                          | 1                                                                                                  | 8                                       |
| 3                      | 2                          | 3                                                                                                  | 8                                       |
| 4                      | 0                          | 2                                                                                                  | 6                                       |

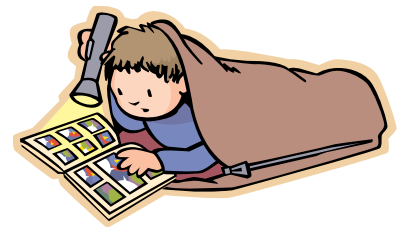


# Books-to-Borrow



## Children's Sleep

46. **American Academy of Pediatrics' guide to your child's sleep: Birth through adolescence.** New York: Villard Books, 1999. Pediatricians advise parents and caregivers on preventing SIDS, getting babies to sleep through the night, solving sleep-wake problems, and weighing the pros and cons of controversial sleep practices.
47. **A guide to routines.** 2nd ed. Janet Gonzalez-Mena. Sacramento, CA: California Department of Education, 2002. This book from the Program for Infant/Toddler Caregivers has 15 pages of excellent advice on sleeping and naptime routines in group child care centers.
48. **The happiest baby on the block: The new way to calm crying and help your baby sleep longer.** Harvey Karp. New York: Bantam Books, 2002. A pediatrician and child development expert recommends five quick and easy S's that imitate the comforting conditions of the womb and turn on a new baby's calming reflex: swaddling, side or stomach position (for soothing, not for sleeping), shushing, swinging, and sucking. (Note, too, the third audiovisual offered in this resource list.)
49. **Healthy sleep habits, happy child.** Marc Weissbluth. Rev. ed. New York: Fawcett Books/Ballantine Pub. Group, 1999. A pediatrician outlines strategies that ensure good, healthy sleep habits for children of every age and every temperament.
50. **The sleep book for tired parents.** Rebecca Huntley. Seattle: Parenting Press, 1991. A family therapist offers information about sleep problems and a range of sleep options to accommodate a variety of family values and styles.
51. **Sleep: the Brazelton way: Advice from America's favorite pediatrician.** T. Berry Brazelton & Joshua D. Sparrow. Reading, MA: Perseus, 2003. Dr. Berry Brazelton points out that sleep problems often arise predictably at "touchpoints" of child development, times when children regress just before making their next developmental leap. He offers families the support, understanding, and information they need to cope and to keep their child's development on course.



## Relaxation for Children

52. **Calming your fussy baby: The Brazelton way.** T. Berry Brazelton & Joshua D. Sparrow. Reading, MA: Perseus, 2003. With step-by-step advice, Dr. Berry Brazelton shows how to interpret a fussy baby's each cry and respond in the most appropriate and effective way.
53. **Outdoor play, every day: Innovative play concepts for early childhood.** Karyn Wellhausen. Albany, NY: Delmar, 2002. Fresh air, large motor play, and exploring natural environments help children feel better and wear off "excess" energy, so they can relax and sleep better. This book covers outdoor play/learning experiences for children from birth to age eight.
54. **The power of relaxation: Using tai chi and visualization to reduce children's stress.** Patrice Thomas. St. Paul, MN: Redleaf Press, 2003. Using this combination of gentle tai chi and yoga exercises and progressive relaxation and visualization techniques, early childhood teachers can help young children relax, focus, and de-stress.

- 55. Quiet times: Relaxation techniques for early childhood.** Louise Binder Scott. Minneapolis, MN: T.S. Denison, 1986. Stories, devices, action rhymes, and poems teachers can use to deal with problems of tension, restlessness, and inattentiveness due to over-stimulation and feelings of insecurity in children 2 through 5.



- 56. Remote control childhood? : Combating the hazards of media culture.** Diane E. Levin. Washington, DC: National Association for the Education of Young Children, 1998. Today's media culture bombards children with heavy doses of no-brain entertainment, commercialism, stereotypes, and violence. This book provides effective strategies we can all use to minimize media culture's harmful effects and to reshape the media environment in which children grow up.
- 57. Theme kits made easy.** Leslie Silk Eslinger. St. Paul, MN: Redleaf Press, 2002. "Naptime" is one of the theme kits in this book, and it has lots of good preschool activity ideas on this theme.
- 58. Think of something quiet: A guide for achieving serenity in early childhood classrooms.** Clare Cherry. Belmont, CA: Pitman Learning, 1981. This curriculum of stress reduction teaches children about quiet to help them understand what tension is; what it feels like; what causes it; and what they can do on their own, as well as at the suggestion of their teachers, to relax tensions and ease the symptoms of stress. The author helps teachers understand children's stress and gives the ingredients for a wholesome and restful physical environment
- 59. Transition magician for families: Helping parents and children with everyday routines.** Ruth Chvojicek, Mary Henthorne, & Nola Larson. St. Paul, MN: Redleaf Press, 2001. Dozens of ideas for caregivers to share with families to simplify the everyday transitions outside of child care, including bedtime.

## **Helping Children Who Face Traumatic Stress**

- 60. The crisis manual for early childhood teachers: How to handle the really difficult problems.** Karen Miller. Beltsville, MD: Gryphon House, 1996. Suggests sensitive, caring ways for teachers to help children who are experiencing extreme stress and trauma in their lives, whether from family illness, death, substance abuse, homelessness, violence, or any of the other crises discussed.
- 61. Life & loss: A guide to help grieving children.** 2nd ed. Linda Goldman. Philadelphia: Accelerated Development, 2000. Teaches a lovingly positive approach to help children face some of life's most difficult issues of loss and grief.
- 62. Making it better: Activities for children living in a stressful world.** Barbara Oehlberg. St. Paul, MN: Redleaf Press, 1996. 70+ practical classroom activities designed to help children ages 3 to 10 heal and recover from the physical and emotional effects of stresses, trauma, and violence.
- 63. Parenting through crisis: Helping kids in times of loss, grief, and change.** Barbara Coloroso. New York: HarperResource, 2000. Shows parents how to help children find a way through grief and sorrow during the difficult times of death, illness, divorce, and other upheavals. At the heart of Coloroso's approach is what she calls the TAO of Family, TAO being an acronym for the three things we need when our lives are thrown into chaos: Time, Affection, and Optimism.

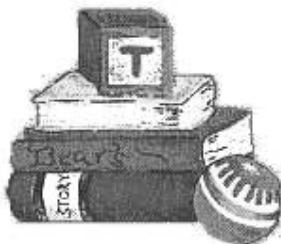
- 64. What happened to the world? : Helping children cope in turbulent times.** Jim Greenman. Watertown, MA: Bright Horizons Family Solutions, 2001. Also available in Spanish: **¿Qué le pasó al mundo? : ayudando a los niños a enfrentar tiempos difíciles.** Written early in the War on Terror, this booklet outlines the reactions to stress and the needs of children in four age-ranges from preschool through senior high.
- 65. What happened to the world? : Facilitator's guide.** Ruthanne Russell & Jim Greenman. Watertown, MA: Bright Horizons Family Solutions, 2001. Session outline, support materials, and handouts to use along with the above booklet in meetings with parents, professionals, and volunteers to help them develop strategies for supporting children in troubling times.

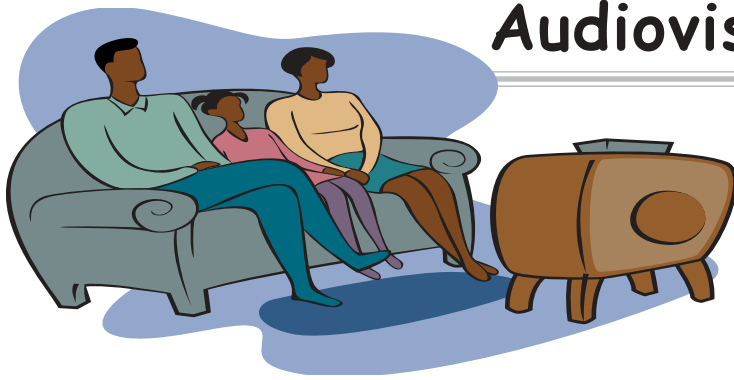


## **Children's Books**

*Check your local public library, too, for these and other children's books.*

- 66. Afraid.** Susan Riley. Elgin, IL: Child's World, 1978. Illustrates fears common to children such as fear of the dark, heights, doctors, storms, and doing things for the first time.
- 67. Into the great forest: A story for children away from parents for the first time.** Irene Wineman Marcus. New York: Magination Press, 1992. Reluctant to leave home for his first day of school, a young boy has a reassuring dream in which he leaves his royal parents for an adventure in the forest and returns safely to the castle.
- 68. Linda saves the day: Understanding fear.** Lawrence Balter. New York: Barron's, 1989. Linda's mother patiently helps her overcome her intense fear of dogs so that Linda is able to attend a party given by a friend who owns a dog. Includes a discussion of phobias and how to handle them.
- 69. Nightmares in the mist.** 2nd ed. Liz Farrington. Woodside, CA: Enchanté Publishing, 1994. With the help of Mrs. Murgatroyd's magical paints, Alicia overcomes the fears that have bothered her since her mother went into the hospital.
- 70. One dark and scary night.** Bill Cosby. New York: Scholastic, 1999. One night Little Bill is convinced there are mean things in his dark closet and that they are just dying to get him. Only when Alice the Great performs a magical tucking-in trick do the mean things go away for good.
- 71. Starbright: Meditations for children.** Maureen Garth. San Francisco: Harper San Francisco, 1991. Simple visualizations parents and teachers can read to children to help them sleep peacefully without nightmares or fears, learn to quiet themselves, awaken creativity, and develop concentration.





# Audiovisuals-to-Borrow

## Infant Sleep and Crying

- 72. Back to sleep.** Bethesda, MD: National Institutes of Health, 1998. VHS, color, 6 min. Describes Sudden Infant Death Syndrome and ways to help prevent it.
- 73. Crying— what can I do? (Never shake a baby.)** Groveport, OH: SBS Prevention Plus, 1992. VHS, color, 8 min. Also available in Spanish: **Llorar...que puedo hacer? (Nunca sacuda a un bebé).** This tape about Shaken Baby Syndrome discusses the dangers of shaking babies and various strategies for coping with crying infants.
- 74. The happiest baby on the block.** Harvey Karp. Los Angeles, CA: Starlight Home Entertainment, 2003. VHS, color, 78 min. Dr. Harvey Karp demonstrates what he calls the five S's, techniques for calming crying newborn babies. The techniques used independently or together help simulate the conditions in the womb. They are swaddling, side or stomach position (for soothing, not for sleeping), shushing, swinging, and sucking. (Note, too, the third book offered in this resource list.)
- 75. The healing cycle: Infants in recovery.** Elizabeth Thompson. San Francisco, CA: Epiphany Center, 1996. VHS, color, 20 min. + guide. For some infants the time of growth in the womb can be harmful because of drugs, alcohol, and other substances in their systems that disrupt feelings of security and protection. Many of the negative effects of these substances on infants can be counteracted in the first few months of life by providing them with an environment that heals and restores a sense of belonging. This tape shows you how.
- 76. It's not just routine: Feeding, diapering, and napping infants and toddlers.** 2nd ed. Sacramento, CA: California State Department of Education, 1999. VHS, color, 23 min. + booklet. Also available in Spanish: **No es sólo una rutina: la alimentación, los pañales y las siestas infantiles.** Three sections cover the basics of feeding, diapering, and napping in detail. Each section shows the two sides of routines: 1) following the proper steps and 2) giving caring attention to the child's experience so as to take advantage of opportunities for positive learning and interaction. The producers recommend that after each section is viewed, caregivers discuss what they have seen and add to the ideas and recommendations offered in the video.
- 77. Síndrome de muerte infantil súbita: Un video sobre como ayudar a prevenir la muerte de cuna.** (Sudden infant death syndrome: a video on helping to reduce the risk). Bethesda, MD: National Institutes of Health, 1994. VHS, color, 4 min. Spanish-language video about ways to reduce the risk of SIDS.
- 78. Your baby is fussy: Help your baby stay happy most of the time.** Atlanta, GA: Parent-Infant Resource Center, 1991. VHS, color, 11 min. + teaching manual + parent handouts. This video shows parents how they can help their babies stay more in control of themselves and keep them from crying so much by developing routines, by keeping babies from getting too tired or too excited, by paying attention to their babies when they are awake and not crying, and by taking good care of themselves.
- 79. Your baby is fussy: What to do to calm your crying baby.** Atlanta, GA: Parent-Infant Resource Center, 1991. VHS, color, 17 min. + teaching manual + parent handouts. This video is intended to help parents view crying as a form of communication. It teaches parents how to find out what is wrong when their babies cry, techniques for comforting their babies, and what to do when nothing works.



## Temperament

- 80. Flexible, fearful or feisty: The temperaments of infants and toddlers.** Sacramento, CA: California State Department of Education, 1990. VHS, color, 29 min. + booklet. Also available in Spanish: **Flexible, cauteloso, o bravo: los temperamentos de infantes.** Explains nine temperamental traits: activity level, biological rhythms, approach/withdrawal, mood, intensity of reaction, sensitivity, adaptability, distractibility, and persistence. Children from birth tend to have one of three combinations of these traits and thus be either flexible, fearful, or feisty. Tape explains these three temperamental types and suggests caregiving techniques that are especially helpful to each type of child.
- 81. Understanding your active, slow-adapting child.** Oakland, CA: Kaiser Permanente, 1995. VHS, color, 16 min. The combination of high activity, slow adaptability, and irregular rhythms can lead to difficulty getting to sleep and waking up; refusal to obey adult requests; hitting, biting, and fighting with other children; and returning to forbidden activities. Offers techniques to prevent these behaviors and increase adaptability.

## **Positive Routines**



- 82. Creating the school family: Building social foundations for academic success.** Becky Bailey. Oviedo, FL: Loving Guidance, 200-?. VHS, color, 27 min. (Technical quality is poor in sections of this tape.) Dr. Becky Bailey shares methods that move beyond reward and punishment to create a positive school climate for children pre-kindergarten through fifth grade. Video footage from actual classrooms is shown while teachers describe the four components of conscious discipline: centers, rituals, routines, and safety.
- 83. It's the little things.** Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, color, 27 min. + faculty guide. Also available in Spanish: **Son las cosas pequeñas.** The importance of daily routines and a well-ordered and predictable environment for children from birth to age five.
- 84. Schedules and routines: Why bother?** Lubbock, TX: Creative Educational Video Inc, 1992. VHS, color, 20 min. Why schedules can be helpful, factors when setting them up, and a few specific routines that make child care more pleasant for everyone.
- ## Coping with Stress
- 85. The child who appears anxious: Play problem interventions.** Portland, OR: Educational Productions, Inc, 1993. VHS, color, 30 min. + packet for 4 hr. training. Identifies children who are reluctant to join in play and offers reasons why. Shows teachers developing and using specific interventions designed to build children's trust and to help them become more relaxed and playful.
- 86. Daily dilemmas: Coping with challenges.** Washington, DC: National Association for the Education of Young Children, 1997. VHS, color, 29 min. Also available in Spanish: **Dilemas diarios: manejando dificultades.** Every day in child care programs, teachers are faced with the challenges that arise during times of transition, arrival and departure, naptime, washing and toileting, when children must move as a group, or when a toddler bites. Here are specific techniques to help ease these challenges for children and also their teachers.
- 87. Dealing with feelings.** Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, color, 27 min. + faculty guide. Also available in Spanish: **Enfrentándose a los sentimientos.** How to foster mental health in young children from birth to age five. Activities that promote emotional health in family relationships, self-expression, and dealing with stress.
- 88. Discipline, stress, and the human environment.** Lubbock, TX: Creative Educational Video, 1994. VHS, color, 30 min. + study guide. Illustrates ways in which stress felt by caregivers can cause children to behave badly and how bringing stress into the child care environment affects the whole system because "we see what we feel." We learn what causes stress, who is at risk, positive and negative effects of stress, and ways to handle work stress.



**89. Growing up in video world: Media & the developing child.** Lake Zurich, IL: Learning Seed, 2001. VHS, color, 24 min. + guide. Explores the key role that electronic media play in the lives of American children.

**90. Helping young children learn to relax.** With Howard Ross & Pat Scully. Mt. Rainier, MD: Gryphon House, 1984. VHS, color, 30 min. Provides specific ways to note stress and demonstrates a wide variety of easy-to-use techniques to help children relax. This tape is 19 years old, but the ideas are still helpful when making the transition from active play into quiet time and rest periods.



**91. I don't know where to start.** Beaverton, OR: Educational Productions, 2002. VHS, color, 33 min. + trainer's guide. Shows how stressful entering school in a new culture can be for children and how it initially limits their ability to learn. Teaches strategies to help children feel welcome and safe by nurturing a sense of trust and belonging. Emphasizes creating a connection with children and families and building a community of acceptance within the classroom that validates all children.

**92. Kids calm: Helping children manage stress.** Bloomington, IL: Meridian Education Corp, 2000. VHS, color, 20 min. + guide. Explores the reasons for youth and adult stress and offers tools and strategies for developing a healthy and balanced lifestyle. Consists of a segment for teens and a segment for teachers.

**93. Monsters in the closet: Childhood fears & anxieties.** Bloomington, IL: Meridian Education Corp, 1997. VHS, color, 17 min. + guide. Provides information on types of fears children experience, the ages at which many specific fears surface, and some common sense answers for parents and child care providers to help children cope.

**94. Short circuiting stress: Changing the way you think about stress.** By James E. Porter. Norwalk, CT: Audio Vision, 1994. VHS, color, 18 min. + leader's guide. Demonstrates how you can control your reaction to stress by controlling what you think about stressful events. Five good strategies for short-circuiting stress.

## **Childhood Trauma**

**Understanding childhood trauma: Strategies and solutions: Tapping unrealized potential.** With Dr. Bruce Perry. Barrington, IL: Magna Systems, Inc, 2002. 7 VHS, color, 29-min. videos + guides. Childhood trauma takes on many forms including physical abuse, mental abuse, the experience of natural disasters, death in the family, divorce, and many others. Trauma related problems include sleep disturbances, anxiety, depression, substance abuse, school failure, vulnerability to victimization and abuse, and criminality. Traumatic events in childhood can even change the biology of the brain. In this series, Dr. Bruce Perry tells how to recognize, understand, and prevent childhood trauma, and most importantly how to counsel those who suffer its effects.

**95. Tape 1. What is childhood trauma**

**96. Tape 2. Significant event childhood trauma**

**97. Tape 3. The brain: effects of childhood trauma**

**98. Tape 4. Identifying and responding to trauma: Ages 0 to 5 years old**

**99. Tape 5. Identifying and responding to trauma: Ages 6 to adolescence**

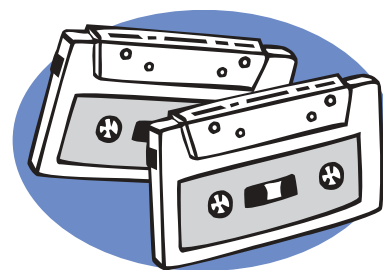
**100. Tape 6. Domestic violence and childhood trauma**

**101. Tape 7. Trauma and healing**



## Children's Videos, CD, & Audiocassettes

Check your local public library, too, for these and other children's tapes.



- 102. Mister Rogers talks about dinosaurs and monsters.** Fred Rogers. Pittsburgh, PA: Family Communications, Inc, 1986. VHS, color, 64 min. Mister Rogers talks about scary monsters and dinosaurs to help children understand their fears and the difference between fact and fantasy. He also visits a museum to learn more about dinosaurs.
- 103. Mister Rogers talks about superheroes: When dinosaurs seem real.** Fred Rogers. Pittsburgh, PA: Family Communications, Inc, 1997, c1980. VHS, color, 30 min. + guide for providers and teachers. Shorter version of *Mister Rogers talks about dinosaurs and monsters*.
- 104. Changing channels.** Cathy Fink & Marcy Marxer. Cambridge, MA: Rounder Records Corp., 1998. Compact disc, 39 min. + booklet + book *Changing Channels* (154 pgs.) Lively, fun songs for kids about being TV and media smart, resolving conflicts creatively, searching for role models, handling stress, becoming aware of media manipulation, and the difference between real life and what happens on TV. Cathy and Marcy's varied musical styles are complemented by a children's gospel chorus and other children's voices.
- 105. Going to sleep.** Fred Rogers. Northbrook, IL: Hubbard, 1975. Audiocassette, 7 min. + guide. Mr. Rogers talks and sings to children about going to sleep, fears associated with this, and bedtime rituals.
- 106. Goodnight toes: Bedtime stories, lullabies, and movement games.** Anne Lief Barlin & Nurit Kalev. Pennington, NJ: Princeton Book Co., 1993. Audiocassette, 20 min. + book (122 pgs.) Cassette of calming lullabies and instrumental multicultural music, accompanied by book of games, methods and activities to help children ages three to ten relieve pent-up tensions and relax.

## Lullabies



- 107. Blanket full of dreams.** Cathy Fink & Marcy Marxer. Cambridge, MA: Rounder Records Corp., 1996. Audiocassette, 42 min. Original Cathy and Marcy lullabies for night time, nap time, or any quiet, reflective time with a child. With Celtic harp, banjo, guitar, mandolin, hammered dulcimer, sax, flute, piccolo and vocals. Lovely and loving music.
- 108. Celtic lullaby.** Margie Butler. Pacifica, CA: Golden Bough Music, 1992. Audiocassette, 53 min. Lullabies from Ireland, Scotland, Wales, and the Isle of Man featuring harps and pleasing vocals.
- 109. A child's world of lullabies: Multicultural songs for quiet times.** Hap Palmer. Topanga, CA: Hap-Pal Music, Inc., 1993. Audiocassette, 34 min. Gentle lullabies from many lands.
- 110. Globalullabies.** Freyda. Redway, CA: Music for Little People, 1995. Audiocassette, 50 min. Freyda shares melodies from many lands in this soothing charmer for all ages. Original and English lyrics included.
- 111. Lullabies and sweet dreams.** Steven Halpern. Belmont, CA: Halpern Sounds, 1984. Audiocassette, 60 min. Traditional children's songs and lullabies played slowly and softly on grand piano and flute to soothe babies, young children, and adults.
- 112. Lullabies go jazz.** Jon Crosse. Petaluma, CA: Jazz Cat Productions, 1989. Audiocassette, 70 min. Childhood classics beautifully adapted as graceful, soothing jazz instrumentals. All ages.
- 113. Sleepytime serenade.** Linda Schrade. Albany, NY: Gentle Wind, 1988. Audiocassette, 37 min. Includes Hush Little Baby, Stay Awake, All Thru the Night, The Ponyman, Counting Lullaby, Golden Slumbers, and more.



# *Fingerplays for Bed Times*

written and illustrated by Judith Moffatt

From the National Wildlife Federation

Also available on the Internet at [www.nwf.org/kidzone](http://www.nwf.org/kidzone)

## **Snow Bears**

**ONE MOMMA POLAR BEAR CURLED UP IN A BALL.**

*(hug yourself tight)*

**TWO BEARS SLEEPING SO FURRY AND SMALL.**

*(rest head on hands eyes closed)*

**THREE FRISKY BEARS TUMBLE IN THE SNOW.**

*(roll fists hand-over-hand in wheel-like motion)*

**FOUR BEARS PADDLE, “GO BEARS GO!”**

*(make forward strokes with hands for paddles)*

## **Treetop Picnic**

**THE HUNGRY ROUND KOALAS CLIMB UP TO GET THEIR LUNCH.**

*(hands over hands upward as though climbing)*

**THEY FIND SOME EUCALYPTUS AND GRAB A BUNCH TO MUNCH.**

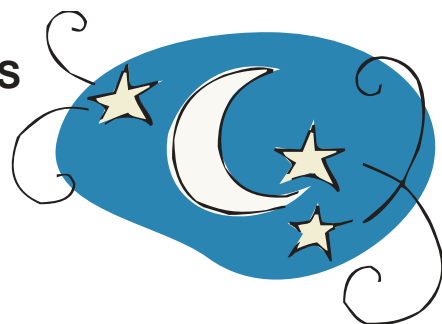
*(open and shut hands )*

**AND WHEN THEY’VE FILLED THEIR TUMMIES THEY REALLY NEED TO REST.**

*(rub tummy and lick lips)*

**THE SLEEPY ROUND KOALAS THINK NAPS ARE JUST THE BEST!**

*(lay head on hands and close eyes)*



## On the Internet

### Grant information

<http://capwiz.com/cek/home>

Public policy and legislative **information regarding special needs**; legal action center to access legislators. Sponsored by the Council for Exceptional Children.

<http://www.childcare.gov>

Designed to bring all of the Federal agency resources about child care together in one place. You will be able to find **Federal funding sources**, keep up to date on safety alerts, find and share promising practices and much more.

<http://www.grantsalert.com/education.cfm>

A searchable database to help nonprofits, especially those involved in education, find **grant sources** for the funds they need.

<http://www.channing-bete.com/positiveyouth/pages/funding/funding.html>

[www.schoolgrants.org](http://www.schoolgrants.org)

[www.ojdp.ncjrs.org/grants/safeschools.html](http://www.ojdp.ncjrs.org/grants/safeschools.html)

### Learn about the "Big Picture"

<http://www.wccf.org/email>

The Wisconsin Council on Children & Families(WCCF) provides free e-mail bulletins on issues in the following areas: Early Education Matters, BadgerCare/MA Update, Welfare/Economic Support, Juvenile Justice and Corrections, K-12 Education. WCCF membership is NOT required to receive these bulletins.

<http://www.dnr.state.wi.us/org/caer/ce/eeek>

EEK! (Environmental Education for Kids) is an electronic magazine for kids grades 4-8, created by the Wisconsin Department of Natural Resources, which features activity ideas and child-friendly information about the outdoors.



<http://www.hrw.org/children>

The Human Rights Watch International Film Festival has a program which provides human rights-related videos and educational resources to supplement existing high school and after-school program curricula. The goal of "The High School Program" is to meet the needs of high school teachers and after-school educators experimenting with complex human rights issues and to support important and sometimes difficult conversations in ways that encourage young people to respond critically. For more information, please contact Jen Meagher at [meaghej@hrw.org](mailto:meaghej@hrw.org) or visit the linked sections on the web site above.

If you don't have a computer or you need help using the Internet.. Visit your local library or your **Child Care Resource & Referral agency** where staff can help you.



See page 12

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# Ideas

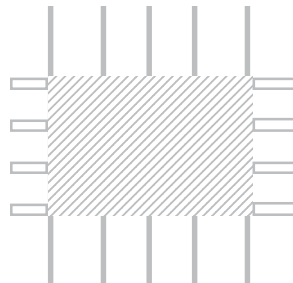
## No-Sew Blanket

### Materials:

- 1 ½ yards fleece in main color
- 1 ½ yards fleece in contrast color
- scissors

### Directions:

1. Cut selvage edges off sides and straighten the cut edges if necessary.
2. Lay the main fabric on top of the contrasting fabric, matching corners.
3. Cut a 4-inch square from each of the corners.  
(Cut a 4" x 4" piece of cardboard as a pattern to trace around).
4. Cut fringe 1/2 inch wide and 4-inches in along all edges.
5. Tie each main fringe and the contrasting fringe beneath together into a square knot (right over left, and left over right).



*Now who's ready to snuggle with a good book, a song and a favorite toy?*

## Tulip Faces

*From Christine Maestri*



"The tulip face is the name we give to a warm washcloth being wiped over one's face. It is what airlines do at the end of a long flight. They hand out warm washcloths for people to wipe their faces and refresh themselves. And it is truly refreshing.

We often do tulip faces and it gives one a fresh, soothing feeling. It calms and refreshes. If one is very hot like after a long hike, a cool tulip face does the job. If one is tired or bothered, a warm tulip face does the job. I rub my face with the warm cloth; smile and sigh to show the children how it makes me feel. Then I tell the children that this is a tulip face and ask who wants one. Most children do. Then the feeling of the day and the group becomes one of harmony and flow. It's quite amazing and so easy. So when one needs a change of pace for yourself or your children, consider a tulip face."

# Next issue: *Nutrition*

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♥ **Save and circulate your newsletters!** You may need to order materials in the future. Give everyone a chance to read it and order materials useful to them. Store it where all staff can refer to it when needed. Feel free to duplicate the newsletter if more copies are needed for your staff.

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